



PROGRAM OVERVIEW



OUR PURPOSE

Children living in remote small island and coastal communities face a range of barriers to accessing quality learning opportunities. We work to strengthen learning ecosystems in these underserved areas to improve student learning experiences and outcomes.



OUR VISION

Childhood learning is a force to serve and sustain small island and coastal communities.

OUR MISSION

To transform learning ecosystems in Indonesia's small island and coastal communities through learning for sustainability.

OUR VALUES



CREATIVITY

We are problem solvers and idea generators, always seeking new ways to increase our reach and have a greater impact.

COLLABORATION

We partner with others in all of our work and prioritise local wisdom in decision making.

ACCOUNTABILITY

We ensure quality and transparency through collection, analysis and reporting of robust and comprehensive data.

INCLUSION

We embrace and celebrate cultural, linguistic and demographic diversity, integrating diverse values into all aspects of our work.

IMPACTFUL

We focus on results and strive to increase our impact through learning from our successes and mistakes.



LEARNING CENTRES

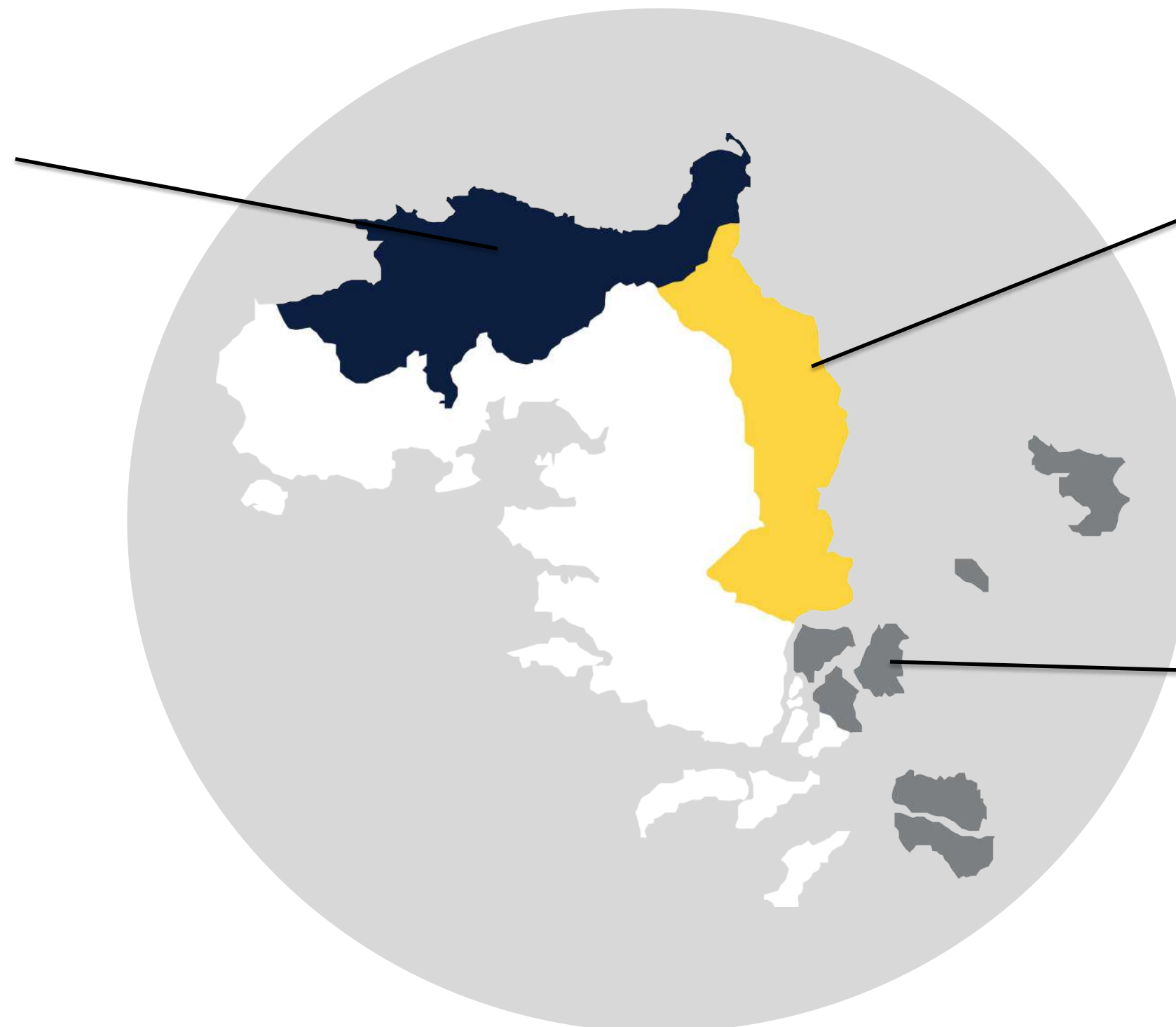
1.1 WHERE WE WORK



We currently operate Learning Centres in three Districts of Bintan Regency, Riau Islands, Indonesia – here, the majority of families are dependent on subsistence fishing.

TELUK SEBONG

Located in the north of Bintan Regency, Teluk Sebong comprises seven villages and is well known for its tourism destination, Lagoi.



GUNUNG KIJANG

Located in the east of Bintan Regency, Gunung Kijang comprises four villages along the coast of Bintan island.

BINTAN PESISIR

Located in the southeast of Bintan Regency, Bintan Pesisir comprises four villages. The district is made up of many small islands with 89% of its total area ocean.

1.2 FRAMEWORK



The Learning for Sustainability Framework for Learning Centres is a structured approach to designing, delivering, and evaluating co-curricular learning programs that are specific to the unique challenges and opportunities in small island and coastal communities.

The Framework is structured to provide guidance on the development of learning content for primary school age students who are grouped into Lower and Upper Primary, following:

LEARNING OUTCOMES

We seek to develop students' confidence, critical thinking, collaboration and creative skills: the 4Cs.

TEACHING STRATEGIES

We prioritise participatory, outdoor, and content-based English learning so that learning is locally relevant and informed by students.

ASSESSMENT & EVALUATION

We promote students' learning through observations, showcases and portfolios of work, and reports to parents.

1.3 LEARNER PROFILES



Through emphasizing the importance of active learning, 21st Century skills development and content based English language learning, we hope to equip learners with the knowledge, skills, and values needed to live empowered and fulfilling lives of their choosing.

The Learning for Sustainability Framework aims to develop caring, empowered and reflective people who share ownership and guardianship of the world we live in.

CARING

We show kindness, empathy, compassion, and respect toward others. We serve and act to make a positive impact to our surroundings.

EMPOWERED

We represent our interests in a responsible and self-determined way, and take action in making a difference.

REFLECTIVE

We actively monitor and assess our strengths and passions to learn to act in a more self-conscious manner.

1.4 CONSTRUCTION OF KNOWLEDGE



The framework identifies knowledge which is developed through a range of learning areas, and which is drawn upon and applied in the sustainability action process.

ME AND MY COMMUNITY

Students understand where we came from, how we live today, and where we may find ourselves tomorrow.

OUR BEAUTIFUL PLANET

Students understand the amazing, intricate and interconnected systems of our changing planet.

THE VIBRANT LIFE AROUND US

Students reveal, celebrate, and help to protect the amazing and diverse life we share our world with.

A woman wearing a teal hijab and a silver brooch is looking forward. In the background, there are other people, including a man in a black cap and a woman in a white face mask. The scene appears to be indoors, possibly at a training session.

TEACHER TRAINING

2.1 WHERE WE WORK



We currently provide Teacher Training in Bintan Regency and Lingga Regency in Riau Islands, Indonesia.

In small island and coastal communities, schools are often under resourced and teachers receive little to no ongoing professional development opportunities. Due to their geographic locations, teachers can become isolated and feel under supported.

2.2 FOCUS



To address the continuous professional development gap experienced by schoolteachers in small island and coastal communities, we provide high quality, multi-day training workshops in partnership with the Department of Education and Teacher Quality Assurance Agency (BPMP).

Teacher Training workshops align with our Learning for Sustainability Program ethos and organizational values, with content designed to:

- Build core teaching competencies
- Promote student-centred learning and engagement in the classroom
- Expand understanding of developing students' life skills and higher order thinking skills
- Improve awareness of child emotional and behavioural wellbeing
- Increase creative, active and experiential learning methods
- Address inequities in the classroom and promote inclusivity.

2.3 FRAMEWORK



The Learning for Sustainability Framework for Teacher Training is a structured approach to designing, delivering, and evaluating teacher training workshops that are specific to the unique challenges and opportunities in small island and coastal communities.

Through incorporating principles of sustainability into the teaching and learning process, we are developing an approach to training that focuses on long-term effectiveness, adaptability, and positive impact for students, communities, and the environment.

LEARNING OUTCOMES

We guide teachers to focus on the development of students' skills and processes, rather than the retention of knowledge and facts.

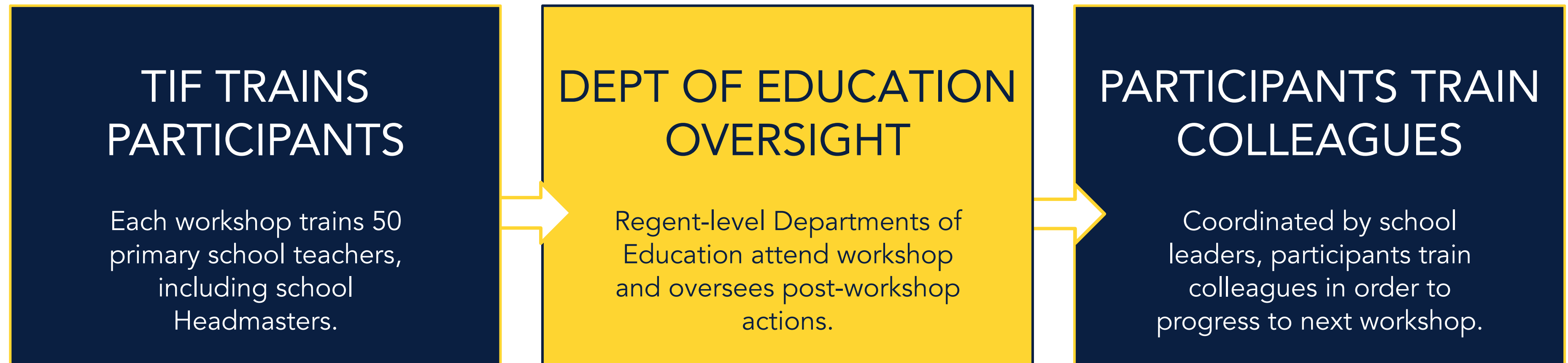
TEACHING STRATEGIES

We support teachers to develop and deploy student centred, action oriented and transformative learning strategies.

ASSESSMENT & EVALUATION

We conduct in person and online observations and discussions with individual participants and alumni networks.

2.4 MULTIPLIER EFFECT



Using the above collaborative implementation model, we can significantly grow the reach and impact of the Teacher Training workshops.



COMMUNITY ENGAGEMENT

3.1 FOCUS



LEARNING

Initiatives and projects that provide a learning experience and promote sustainable behaviour, for example planting mangroves and clean ups.

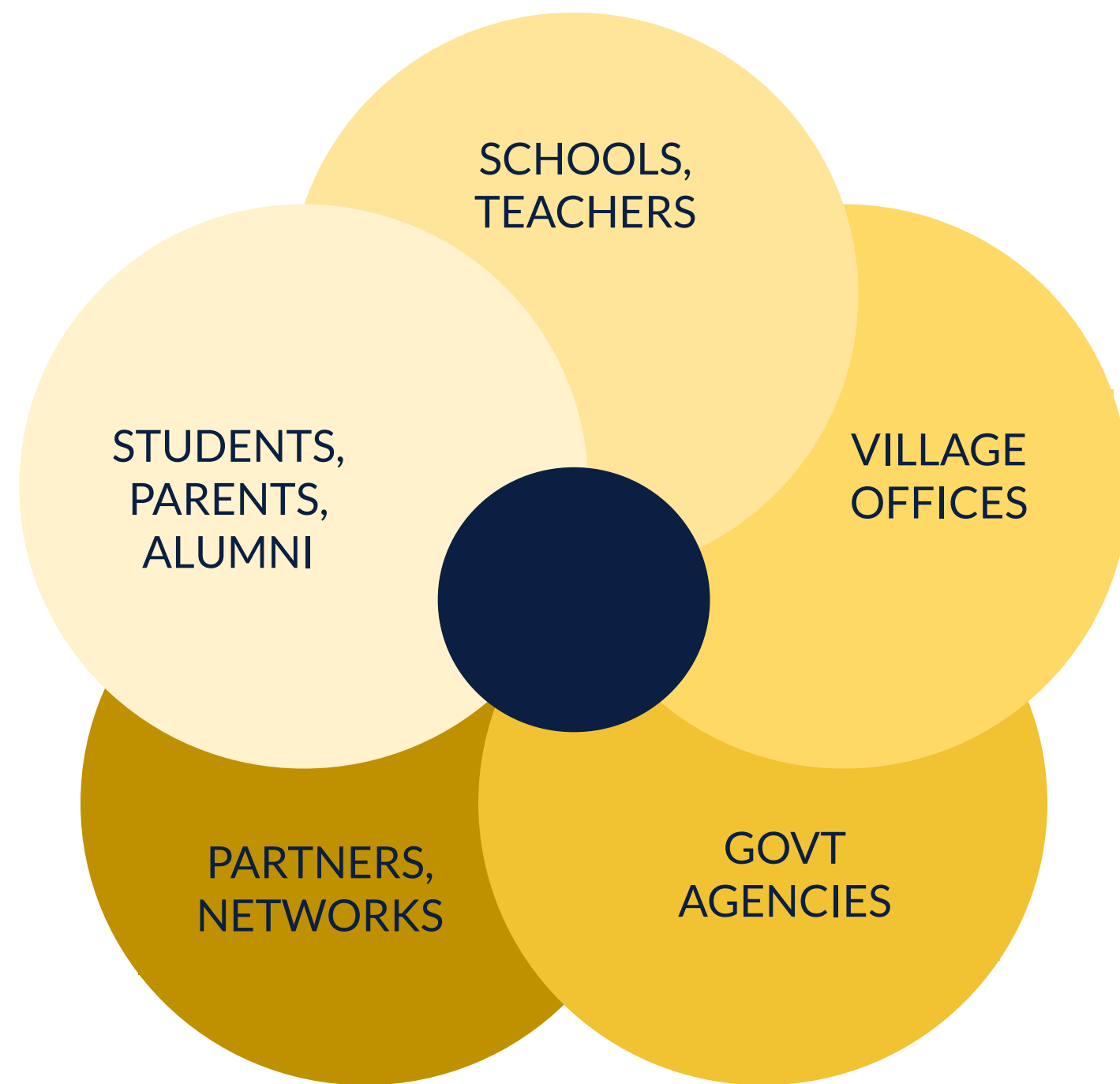
SURVEYS

Surveys and assessments to understand and incorporate community values and contexts into the program.

EXCHANGE

Community and stakeholder events, meetings and networks to facilitate information exchange and engagement with the program.

3.2 OUR STAKEHOLDERS



Through engagement with our stakeholders, we are extending the Learning for Sustainability program out to build awareness about the importance of learning across the learning ecosystem.

We lead, support and participate in community-based initiatives and projects that align with our work and promote engagement in learning. We give particular attention to our students and their parents, program alumni, school headmasters and teachers, village offices, and government agencies.



ACHIEVING
OUR MISSION

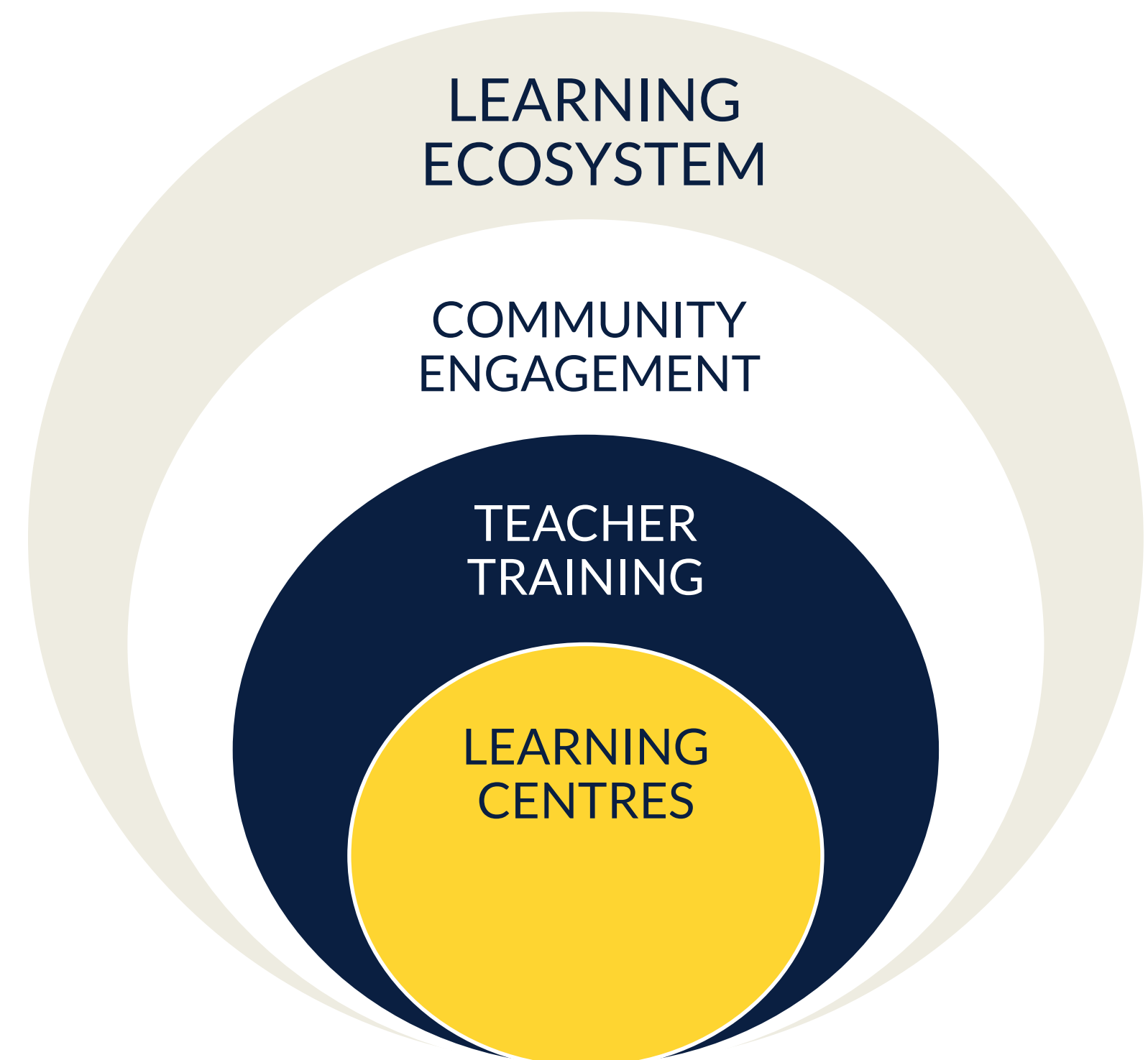
4.1 STRENGTHENING LEARNING ECOSYSTEMS



We believe that our three-pillar approach of Learning Centres, Teacher Training and Community Engagement is key to strengthening the learning ecosystems of small island and coastal communities in the Riau Islands and beyond.

Through mutually reinforcing interventions that target students, teachers and administrators across the ecosystem, we are creating impact to improve students' learning experiences and outcomes now, and into the future.

We will evaluate our program using internal and external processes after three and five-years.



CONTACT

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